

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

LEAD21 Grade 2

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the “x” within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations*(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	Unable to find efficacy reports.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	Spelling uses different skills than phonics for the same week. For example, Week 1 for Phonics is long /a/ spellings and Spelling is all short vowel words. Although Spelling and Phonics don't need to be the same, short vowels should come first in phonics.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
Addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	

12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	The lessons were found to sometimes be vague, with the best explanations in the scaffolding section—that's fine if teachers were able to use all the scaffolding activities every day, but it seems like those specific details should have been in the base (main) lesson.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	Interactions sometimes seemed 1-sided (teacher only).
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating	X	X	X	X	X	X	X	2	

instruction specific?									
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	Series encourages assessing every 4 weeks in order to adjust groups if needed.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	2	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The LEAD21 program assumes that instruction for accurate implementation is a general education teacher by referring to "teacher-led" instruction, as in: "The highlighted column of the chart below shows the four <i>teacher-led</i> , small-group instructional sessions that occur daily (Teacher's Lesson Guide, Unit 1, p. xxii), and "This access...allows the teacher to lead all students in meaningful interaction with the text (Teacher's Lesson Guide, Unit 1, p. xi).
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The LEAD21 program assumes that the instructional setting is a general education classroom by referring to the "classroom," as in: "Show students the area where your <i>classroom</i> library is located" (Teacher's Lesson Guide, Unit 1, p. xxiii), and "You may also wish to collaborate with a Library or Media Specialist to gather resources for your <i>classroom</i> ." (Teacher's Lesson Guide, Unit 1, p. xxv). It is generally implied that the instructional setting is a general education classroom, unless otherwise indicated.
TOTAL								52	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	Explicit instruction is taught in the Word Study section but not the spelling section.
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	Unit 2 is different spellings for making plurals Unit 4 is a much easier skill of compound words.
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	These are evident, but weak in the spelling area. Word Study section is a better routine.
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	The instruction never seemed to build. It was pretty basic and never taken to the next level. Some was minimal scaffolding, but rn, mb, kn, and wr were taught before sh, ch, th, and wh. There may be a time the digraphs were introduced earlier but it couldn't be found. The silent letters were taught the same week as spellings for long i.
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	There are daily opportunities with the "phonics companion" but no samples were given to review.
7. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	
8. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					1	
9. Are individual sounds in a blend taught?		X	X					1	
10. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	This happens in the word work section, but not in the spelling section.
11. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
12. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
13. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	The word "said" was on the spelling list for the last week. Second graders need to know how to spell this word early in the year. It could go with the short e words as a trouble word.
14. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words	X	X	X	X	X	X	X	1	Throughout the year, this seems evident but in the week's plans, it doesn't seem to get any more difficult.

before multisyllabic words)?									
15. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
16. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
17. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
18. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
19. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
20. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
21. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	Some weeks have as many as nine and others have just one. It's nice that every 4 weeks is a review.
22. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
23. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	Review every 4th week.
24. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					1	
25. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Series called it "parts".
26. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	Syllable types are taught to aid in this.
27. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	
28. Is instruction explicit in the use of		X	X	X	X	X	X	2	Covered quite a lot in Unit 4 (called "syllable

syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?									patterns”).
29. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	This was hard to locate. There is nothing for those kids who pass the pre-test. There should be some areas for advancement.
30. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	This was hard to locate. This is taught well in the phonics section, but not in the spelling section.
31. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	This is basic, at best, and done mostly orally in the spelling section. The use of these strategies is stronger in the word work section.
32. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	
33. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
34. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	This is hard to locate. Could be easily remedied by previewing the differentiated reading sections for strategy review.
35. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								37	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	Systematic, but SLOW! Would like to see more cold reads and less of the same passage over and over.
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	

6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	Not a lot of evidence. Only found only during small group instruction.
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	Don't see much evidence of decoding strategies.
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	2	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	They begin reading passages on Unit 1, Week 1. This could/should be a slower process.
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
20. Are students given ample practice opportunities to use text at their		X	X	X	X	X	X	1	The readers are differentiated but not the support.

independent or instructional level to help build fluency?									
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	There should be more options provided.
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	Yes, via Lexiles and benchmark assessment.
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	Found some evidence of self-assessment opportunities but couldn't tell what they look like.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Specific fluency skills—expression, phrasing, and pacing—are explicitly taught in a whole group setting. Students then practice with their partners using the Fluency selection in their Practice Companions and provide support on the accuracy of reading individual words and on pacing and expression.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	Daily opportunities via “practice companion” (unsure of quality of resource, though).
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	Information only provided on p. 12 of the fluency packet.
TOTAL								34	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	The routine is nice, but could be more robust with uses of non-examples, etc...
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	Somewhat scaffolded on Day 5, but there isn't much to build on. (Example: The intensive group had <i>artificial</i> and <i>disability</i> while the advanced

									group had <i>fabric</i> and <i>respect</i> .)
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	Daily opportunities via “practice companion”, but unsure of quality of resource
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	Several Tier 3 words.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	2	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	Some of the stories were by the same author. Would like to see different authors used.
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	Some weeks have up to seven.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students’ understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich	X	X	X	X	X	X	X	1	The words aren’t found in a variety of resources.

and multiple contexts?									
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	2	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	"Shades of meaning" found in vocabulary Unit 6.
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	<i>Publisher's Comment:</i> Students are taught to analyze the structure of words via Word Work lessons in the Teacher's Lesson Guide. Lessons are included on inflected endings, verb endings, compound words, and suffixes.
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	Can be found early on in Unit 2.
24. Is the use of context to gain the	X	X	X	X	X	X	X	1	

meaning of an unfamiliar word kept to a minimum?									
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL								49	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	Don't see much scaffolding happening except in the differentiated reading section.
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	

13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	

26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	
TOTAL									43

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
TOTAL								3	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	Much more nonfiction for science and social studies. Could not find all the stories to see if they are good.
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL								7	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	

3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	
TOTAL								6	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	Included in a lengthy list of topics--probably needs more dedicated time to this topic.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								5	